**Becoming Producers Through Advertisement**

**Teacher Candidate** Bobbi Jo Williams **Grade Level** 3rd **Date of lesson** December, 2011

**Content Standards:** State the unit goal and identify one or two primary local, state **or** national curricular standards to which your lesson aligns. What key knowledge and skills will students be able to demonstrate as a result of your instruction?

The goal of this unit is for students to understand how people in a community affect the economy by the choices that they make about the goods and services provided by their community. Students will also identify that there are benefits and costs involved in every economic decision they make and the use of resources impacts the goods and services available in a community.

3SS4: Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region.

3E2a.3: Create single paragraphs with topic sentences and simple supporting facts and details.

3E2b.3: Write persuasive pieces that ask for an action or response.

Students will create a persuasive piece of writing and an advertisement for a good or service.

**Learner Background:** Describe the students’ prior knowledge or skill related to the learning objective(s) and the content of this lesson. How did the students’ previous performance in this content area or skill impact your planning for this lesson?

Students are exposed to advertisements for goods and services on a daily basis but do not understand why they like or dislike certain goods or services based on how they are advertised. They have been working on their persuasive essay techniques and through this lesson, can connect how advertisement is a means of persuasion that affects economic choice.

**Student Learning Objective(s):** Identify specific and measurable learning objectives for this lesson.

Students will be able to explain how advertisements affect our economic choice and use this information to write a persuasive piece and create an advertisement of their own.

**Assessment:** How will you ask students to demonstrate mastery of the student learning objective(s)? Attach a copy of any assessment materials you will use, along with assessment criteria.

Students will be assessed with a checklist during class discussions, individual writings, and on the information that is recorded on their data sheets. They will also be judged by a student-generated rubric on their performance assessment at the end of this unit.

**Materials/Resources:** List the materials you will use in each learning activity including any technological resources.

<http://www.youtube.com/watch?v=yKGyjG0LkmQ&feature=related>

Old magazines

Newspaper ads

Data sheets (attached)

Several large advertisements for display

Several recordings of radio ads

Class book from previous lesson

Video camera

Tape recorder or other voice recording device

Journals

Products or services written on pieces of paper for students to draw from. (Two or more of one product or service should be used to show student choice based on advertising of products).

**Teaching Model/Strategy**

Accurately names model/strategy; Explains **WHY** this model/strategy is chosen for these learners; Explains **how** model/strategy lends itself to learning this content, these skills and/or dispositions.

**Guided Discovery** will be used to teach this lesson. Because the students have a general idea of what advertisements are but not how they affect consumers, guided discussions along with inquiry will be necessary. By guiding their own discovery the students will be able to connect how advertisements directly influence a consumer’s choice.

**Learning Activities:**

**Initiation:** Briefly describe how you will initiate the lesson. (Set expectations for learning; articulates to learners: what they will be doing and learning in this lesson, how they will demonstrate learning and why this is important).

Hold up the book that was made by the class about the local community goods and services. Restate the fact that they were the “producers” of the good and revisit the answers from the close of lesson plan #2 where the students described what they would have to do to get people to become consumers of their good (the book). The answers should be that they would have to sell it. Then ask, “What would we need to do to let people know that we were selling this book?” Record responses on the board and guide the students to the answer that they would need to advertise or tell people about it. Then ask, “What if someone else produced a book that was similar to ours?” “How would we get people to buy our book instead?” Then ask, “What are some ways in which products or services are advertised?” Record responses. Next, tell the students that they will become the producers of a good and have the need to advertise it. They will first research what they like or dislike about certain advertisements and then choose the way they feel is most effective for selling their good or service. They will be able to work in groups or by themselves if they so choose to choose a good or service and then make an advertisement.

**Lesson Development:** Describe how you will develop the lesson, what you will do to model or guide practice, what learning activities students will be engaged in order to gain the key knowledge and skills identified in the student learning objective(s). Identify the instructional grouping (whole class, small groups, pairs, individuals) you will use in each phase of instruction.

Learning Activity #1:

1. Have a display of magazine advertisements, several recordings of radio ads, and also the following video that has several commercials: <http://www.youtube.com/watch?v=yKGyjG0LkmQ&feature=related>
2. Let the students choose whether or not they want to work in groups or if they want to individually work on project.
3. Explain that they will be able to look at the advertisements and use their data sheets to record what they liked and disliked about the advertisements to use for reference while making their own advertisement.
4. Pass out data sheets and let the students watch the videos, listen to the radio recordings, and page through the magazine ads recording their findings on their sheets.

Learning Activity #2:

1. Have the students get their data sheets out and have a group discussion about their findings. Record the responses on the board in two columns listed: Likes/Dislikes.
2. Ask students if there might be a better form of advertising for certain products or services ie: food goods would be better advertised by a photo or tv commercial where the consumer can see the good being offered.
3. Explain to the students that they will be looking through several magazines or sales circulars from the newspaper and finding two different advertisements for the same product. They will choose which advertisement they like more and write a paragraph in their journals explaining why they would purchase the item from the particular place they chose.

Learning Activity #3:

1. Have two products in front of you ie: bottle of water with a fake label on it and a bottle of water with a real label on it.
2. Hold up your bottle of water and read to the class a paragraph that you have written on why they should buy your bottle of water and not the other one. Explain to them that what you just did was persuade them. Ask them to list all the things that made your statements persuasive. These are the elements of a good persuasive argument.
3. Explain that the students should now choose their good or service that they will be using and then they are to write a persuasive paragraph that will be read during their presentation of their advertisement.
4. Students will now individually write their own persuasive paragraphs in their journals.

Learning Activity #4:

1. Break students into groups of 4.
2. Display a large advertisement that has all of the following requirements: Colorful, Product name, Price, Explanation of what product is, Where you can purchase item, Picture of item, Who is most likely to use the item. Also have a tv commercial available to show and a radio announcement as well that has all of these elements in them and play them.
3. Have students decide based on their data sheets if the advertisements would be considered good or bad and then have someone report back to class with findings.
4. List responses on the board. And then ask the students, “Were these good ads and why or why not?”. Have them check their data sheets to see if they would classify these as good or bad in regards to their own findings about advertisements.
5. Take a vote on which ad the students liked the most. Explain that they will now choose a product from a hat and make an ad as a group or individually that will be voted on by the class and graded on a rubric.
6. As a class, create a rubric based on the criteria listed about a good advertisement.

Presentations will be given to the class during Language Arts session. Once all presentations have been given, the class will vote on the advertisement they liked the most and discuss why.

Next, pass out paychecks to students with different amounts of pay on them and explain that they will be able to purchase any good or service that was advertised today. Explain that they need to create a budget that is specific to their pay and item and then write a paragraph about which product they would purchase, why they would purchase, how long it would take them to purchase it based on the amount of money they make, and the opportunity costs involved in their decisions.

**Closure:** Briefly describe how you will close the lesson and help students understand the purpose of the lesson. (Interact with learners to elicit evidence of student understanding of purpose(s) for learning and mastery of objectives).

As a closure to this unit, students will share their paragraphs in the read aloud session. Once all students have read their paragraphs, ask them how they can use the information they learned about creating a budget and economic choices in their lives.

**Individuals Needing Differentiated Instruction:** Describe 1 to 3 students with identified instructional needs. (These students may be special or general education students and need not be the same students for each lesson. Students may represent a range of ability and/or achievement levels.)

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| --- | --- | --- |
| Student Name | 1. What is the student’s identified instructional need? 2. What evidence do you have that this is an instructional need? | Describe strategy for differentiating instruction **in this lesson** to meet this need. |
|  | * 1. Low level reading/writing   2. Evaluated | Students have the choice to present their final advertisement as a commercial, radio announcement, or poster. This gives them the opportunity to relay information through verbal or visual outlets. |
|  | * + 1. ADHD     2. Evaluated | Students will be given a checklist to break down large performance task into smaller, more manageable tasks and keep them on track with their progress. |
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**Reflection on Practice:**

**Student Achievement:**

Specifically analyzes student learning ***for each SLO***. *What differences do you notice in the performance of individual students?* Note needs or opportunities for reteaching or enrichment for specific learners.

**Teacher Efficacy:** (Evaluation and Assessment of *one’s own teaching*): Examines/explains impact of personal teaching practice by responding to following:

1) What worked well and why?

2) What did not work well and why?

3) What actions will be taken now which are: a*) immediate* **and** b) *long range*?

4) Briefly describes ONE *reasonable* ***alternative approach*** that could be used to achieve these same SLOs?